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|  | Student did not  submit the assignment.  4 | |
| **Due Date: Wednesday,**  **October 24th** | **Student Name:**  **Course Name:**  **Period:**  **Teacher Name:** | |
| **Assignment Title:** | Area Project Reflection | |
| **Assignment Summary:** | In class we are completing an area project in which you were asked to create a floor plan, area drawing, and do calculations for area and the cost of either carpeting or tiling a room in your home. Area calculation and representation is extremely important to geometry, as well as being a valuable real-life skill. In this paper, you will reflect on this project and address the following in at least three paragraphs (not including introduction and conclusion).   * Paragraph 1: Describe in detail the process by which you calculated the area of the room in your house and explain why it’s important to use a scale in area drawings. Reference formulas, units of measurement, and how to draw a figure to scale. * Paragraph 2: After calculating the cost of either carpeting or tiling your room, which flooring company did you choose and why? Justify hiring your flooring company to your parents who are paying for it. * Paragraph 3: What did you learn from this process and what would you have done differently if you could? What errors could have been made? | |
| **Role:** | Your parents are going to re-floor the room in your home that you’ve selected and you need to argue effectively why you’re choosing the flooring company that you chose as well as explain to them the process you used to calculate area. | |
| **Audience:** | Your “geometry” parents Ms. Mason, Mr. Johnson, Ms. Ziegler, Ms. Fischer | |
| **Format:** | * **Typed, 1-inch margins, double spaced** * No excessive spacing of lines or margins * MLA format heading * Minimum length: 800 words   (Inadequate length will result in a  1-letter-grade drop – ***include word count***) | * Include your own creative title * Staple assignment sheet to front of final draft; staple rough draft to back of final draft * Indent the beginning of each paragraph |
| **Procedure:** | 1. Brainstorm 2. Write first draft 3. Self edit 4. Make revisions based on editing 5. Proofread 6. Print final draft | |

Rubric

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|  | **Exceeding** | **Meeting** | **Approaching** | **Baseline** | **Unacceptable** | **Points** |
| Content/CRS Expectations | Student accurately describes an area calculation that involves an extra calculation (e.g. more than 1 area, or an area other than that of a rectangle) or describes drawing a figure to scale with a non-common ratio (e.g. units other than ft. or cm, non-whole number)  **20** | Student accurately describes area as a calculation (e.g. A=bh) and accurately describes drawing a figure to scale as a ratio of actual units of measurement (e.g. ft.) to representational units of measurement (e.g. cm)  **16** | Student accurately describes area as a calculation and inaccurately describes drawing a figure to scale  **14** | Student inaccurately describes area as a calculation and inaccurately describes drawing a figure to scale  **12** | Student does not describe area or drawing a figure to scale  **0** | \_\_\_\_ / 20 |
| Student justifies flooring company choice by weighing the economical price versus the high quality of flooring, demonstrating understanding of the exclusivity of options  **20** | Student justifies flooring company by either arguing for the most economical price or for high quality flooring  **16** | Student justifies flooring company with  **14** | Student justifies flooring company with a misunderstanding  **12** | Student does not justify flooring company choice  **0** | \_\_\_\_ /20 |
| Student clearly articulate what was learned and identifies a possible error in calculation or measurement that is reasonable and perceptive, as well as adding a way of remedying the error  **20** | Student describes what was learned and identifies a possible error in calculation or measurement that is reasonable and perceptive  **15** | Student inaccurately describes what was learned ***or*** does not identify a possible error in measurement that is reasonable  **14** | Student does not state or inaccurately describes what was learned ***or*** does not identify a possible error in measurement that is reasonable  **12** | Student does not state or inaccurately describes what was learned ***and*** does not identify a possible error in measurement that is reasonable  **0** | \_\_\_\_ / 20 |
| Writing Expectations |  |  |  |  |  | \_\_\_\_ / 20 |
|  |  |  |  |  | \_\_\_\_ / *20* |
|  |  |  |  |  | Total: \_\_\_\_\_ / 100 | |